

# **Program Outcomes Assessment**

**BA/BS in Health Sciences**

**Created on: 02/05/2010 08:13:00 AM CST  
Last Modified: 12/02/2015 02:59:50 PM CST**



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## **General Information (Program Outcomes Assessment)**

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# Standing Requirements

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## Mission Statement

The mission of the Department of Applied Health Sciences is to advance understanding about human health and well being through research, instruction and service.

The central concerns of department faculty and students are to prevent unhealthy behaviors and lifestyles from harming people, to correct these situations where they exist, and to help individuals and families adopt healthy behaviors.

The over-reaching goals of the department are to prevent premature death and disability and promote productive, high-quality lives.

## Outcomes Library

### BA/BS in Health Sciences Core Outcome Set

#### Standard 1: Assessing individual and community health needs

Outcome	Mapping
1.1 Students can assess individual and population health needs	No Mapping
1.2 Students analyze the results of a needs assessment	No Mapping
1.3 Students use assessment and analysis data to develop a grant proposal consistent with funding agency guidelines	<b>Foundational Studies:</b> 10. Express themselves effectively, professionally, and persuasively both orally and in writing.
1.4 Students provide appropriate feedback to individuals after conducting a health assessment	No Mapping
1.5 Students analyze and interpret quantitative or qualitative data using existing or secondary data sets	No Mapping
1.6 Students research current sources of local, state, regional, and national data to utilize in needs assessment	No Mapping

#### Standard 2: Planning effective health education/promotion programs

Outcome	Mapping
2.1 Students create appropriate lesson plans of varying lengths for a variety of health issues and target populations	No Mapping
2.2 Students plan and develop health programs, events,	No Mapping

or interventions

2.3 Students are able to work effectively as part of a team when planning programs No Mapping

**Standard 3: Implementing health education/promotion programs**

Outcome	Mapping
3.1 Students apply teaching skills appropriate to a target audience	No Mapping
3.2 Students develop skills in event organization and planning	No Mapping
3.3 Students design and implement an appropriate health intervention	No Mapping

**Standard 4: Evaluate effectiveness of health education/promotion programs**

Outcome	Mapping
4.1 Students include appropriate measurement and evaluation components when designing lesson plans, health promotion programs, and projects	No Mapping
4.2 Students develop a grant report that clearly articulates the measured or anticipated outcomes of a proposed program	<b>Foundational Studies:</b> 10. Express themselves effectively, professionally, and persuasively both orally and in writing.
4.3 Students develop a statistical project that includes appropriate measurement and evaluation of a program Students develop a statistical project that includes appropriate measurement and evaluation of a health education program, health promotion program, or other project.	<b>Foundational Studies:</b> IIIa. Quantitative Literacy
4.4 Students analyze and critique data collection and analysis within the journal articles selected for health promotion programs	<b>Foundational Studies:</b> 1. Locate, critically read, and evaluate information to solve problems.

**Standard 5: Communicate and advocate health needs, concerns, and resources**

Outcome	Mapping
5.1 Students advocate for various health issues and resources with local, regional, and national politicians and leaders	No Mapping
5.2 Students write effective press releases, flyers, brochures, and/or public service announcements on critical health issues	<b>Foundational Studies:</b> 10. Express themselves effectively, professionally, and persuasively both orally and in writing.
5.3. Students work inter-professionally with other healthcare professionals to advocate for specific needs or reform Students work inter-professionally with other healthcare professionals to advocate with politicians for specific health education needs or reform.	No Mapping
5.4. Students reflect and communicate how concepts learned in class provide the foundation for health careers	No Mapping

**Health Sciences Environmental Health Concentration Outcomes**



### Standard 1: Understand and apply the principles of environmental health

Outcome	Mapping
1.1 Students can clearly articulate and discuss pollution problems and mitigation	No Mapping
1.2 Students assess environmental health needs by completing and analyzing an environmental assessment	No Mapping
1.3 Upon completion of an environmental assessment, students can identify environmental health problems	No Mapping

### Standard 2: Quantify and analyze environmental health problems using analytical, statistical, and epidemiological methods

Outcome	Mapping
2.1 Students demonstrate efficiency in collecting environmental samples	No Mapping
2.2 Students assess and analyze an environmental outbreak	No Mapping

### Standard 3: Comply with environmental regulations and examine environmental justice issues in the field

Outcome	Mapping
3.1 Students comprehend, discuss and apply appropriate environmental laws and regulations	No Mapping
3.2 Students can articulate and discuss ramifications and outcomes of environmental justice	No Mapping

### Standard 4: Communicate effectively with oral and written communication on environmental health policies, regulations, and technologies

Outcome	Mapping
4.1 Students evaluate and choose appropriate presentation techniques, strategies and materials to disseminate environmental health data	No Mapping
4.2 Students write a clear report analyzing the results and implications of an environmental needs assessment	<b>Foundational Studies:</b> 10. Express themselves effectively, professionally, and persuasively both orally and in writing.
4.3 Students develop an informative brochure describing an environmental health issue	<b>Foundational Studies:</b> 10. Express themselves effectively, professionally, and persuasively both orally and in writing.


### Standard 5: Work collaboratively to solve environmental health problems

Outcome	Mapping
5.1 Students work effectively as a responsible and valuable team member on an environmental health problem	No Mapping
5.2 Students work inter-professionally with other health care professionals to ensure environmental health needs are addressed	No Mapping

## Curriculum Map

### Active Curriculum Maps

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-  **Health Sciences Core** (See appendix)  
**Alignment Set:** BA/BS in Health Sciences Core Outcome Set  
**Created:** 02/25/2014 8:52:15 am CST  
**Last Modified:** 02/25/2014 9:01:53 am CST
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## Communication of Outcomes



## Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

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### Archive

#### **File Attachments:**

- 1. Health and Safety** (See appendix)  
Health and Safety Assessment Plan  
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## 2011-2012 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**

## 2012-2013 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

##### Note on health sciences assessment

##### Outcome

**Note:** *No measures specified*

Assessment plans and findings for 2012-13 and previous cycles are contained in the individual concentration areas: environmental health, health administration, health psychology, public health, and school health.

The 2012-13 combined action plan and status reports for these concentrations are located in the following sections in this area.

Note: The school health program was discontinued as of Fall 2014.

### Assessment Findings

#### Finding per Measure

##### Note on health sciences assessment

##### Outcome

**Note:** *No measures specified*

Assessment plans and findings for 2012-13 and previous cycles are contained in the individual concentration areas: environmental health, health administration, health psychology, public health, and school health.

The 2012-13 combined action plan and status reports for these concentrations are located in the following sections in this area.

Note: The school health program was discontinued as of Fall 2014.

## Overall Recommendations

No text specified

## Overall Reflection

No text specified

## Action Plan

### Actions

#### Note on health sciences assessment

##### Outcome

**Note:**

Assessment plans and findings for 2012-13 and previous cycles are contained in the individual concentration areas: environmental health, health administration, health psychology, public health, and school health.

The 2012-13 combined action plan and status reports for these concentrations are located in the following sections in this area.

Note: The school health program was discontinued as of Fall 2014.


#### ▼ **Action:** Composite 2012-13 Action Plan and Status Report of Health Sciences Concentrations

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** See attached table for planned actions, status report, and next steps.

**Implementation Plan (timeline):****Key/Responsible Personnel:****Measures:****Resource Allocations:****Priority:****Supporting Attachments:**

 BA\_BS in Health Sciences 2012-13 Action Plan and Status Report.docx (Word Document (Open XML)) (See appendix)

## Status Report

### Action Statuses

#### Note on health sciences assessment

##### Outcome

**Note:**

Assessment plans and findings for 2012-13 and previous cycles are contained in the individual concentration areas: environmental health, health administration,

#### ▼ **Action:** Composite 2012-13 Action Plan and Status Report of Health Sciences Concentrations

**Action Details:** See attached table for planned actions, status report, and next steps.

**Implementation Plan (timeline):**

health psychology, public health, and school health.

The 2012-13 combined action plan and status reports for these concentrations are located in the following sections in this area.

Note: The school health program was discontinued as of Fall 2014.


**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Supporting Attachments:**

 BA\_BS in Health Sciences 2012-13 Action Plan and Status Report.docx (Word Document (Open XML)) (See appendix)

**Status** for Composite 2012-13 Action Plan and Status Report of Health Sciences Concentrations

**Current Status:** In Progress

**Resource Allocation(s) Status:** See table attached above in action plan for status as of 28 April 2014.

**Next Steps/Additional Information:**

**Status Summary**

*No text specified*

**Summary of Next Steps**

*No text specified*

## 2013-2014 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

#### BA/BS in Health Sciences Core Outcome Set

#### Standard 1: Assessing individual and community health needs

##### 1.1 Students can assess individual and population health needs

▼ **Measure:** Healthy People 2020  
Direct - Student Artifact

**Details/Description:** This 2-3 page writing assignment will be done individually. Each student will select one of the 10 Leading Healthy People 2020 Indicators from [www.healthypeople.gov](http://www.healthypeople.gov). In particular, each student will: 1) briefly describe a health problem indicating the "burden of disease" including morbidity and mortality and changes that have occurred in recent years; 2). describe the course of the disease or condition using the concepts of incidence, prevalence and case-fatality; 3). identify at least two at-risk groups; 4). identify four options for potential interventions to address the problem. Identify the prevention level of the intervention, target group (age, gender, race), and details on the delivery of the intervention (educational strategies, programs); and 5). select 2 to 3 that you identify as most effective.

**Target:** 85% of the class will score a "B-" or higher on this assignment.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

▼ **Measure:** Needs assessment assignment  
Direct - Student Artifact

**Details/Description:** In groups, students will develop a full grant proposal focusing on an area of wellness on the ISU campus. The proposal will be comprised of several smaller assignments, including a needs assessment conducted on the ISU campus. Groups will present their proposals to a panel of experts at the end of the semester.

**Target:** 80% of the groups will receive a grade of B or better on their final grant proposals (which contains a needs assessment assignment).

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

##### 1.2 Students analyze the results of a needs assessment

▼ **Measure:** Integrated Campus Tobacco Policy Evaluation  
Direct - Student Artifact

**Details/Description:** Students will be introduced to data collection methods of assessment through a class project which evaluates the campus tobacco policy and tobacco use on the ISU campus. The students will be divided up into seven research teams and will practice various methods of data collection and analysis. Student will learn how to effectively communicate will campus administration, local and state officials through constructing a policy brief based upon their findings and include recommendations. The policy brief will include: (1) Executive Summary (2) Issue Definition and Background (3) Options & Policy Analysis (4) Policy Recommendation (5) Conclusion.

**Target:** 90% of the class will score a "B-"(80%) or higher on this assignment.

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):**

**1.3 Students use assessment and analysis data to develop a grant proposal consistent with funding agency guidelines**

▼ **Measure:** Health Promotion Grant  
Direct - Student Artifact

**Details/Description:** Students will work in groups. The group will write and submit a Wellness Mini-Grant proposal to the Wellness Task Force. The proposal will introduce a health promotion/wellness program for ISU students, which includes a needs assessment, timeline, suggested implementation, and evaluation procedures.

**Target:** 37% of the class (e.g., 3 out of 8 groups) will be awarded a grant to implement their program.

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):**

**1.4 Students provide appropriate feedback to individuals after conducting a health assessment**

▼ **Measure:** Wellness Bash Health Screenings  
Direct - Other

**Details/Description:** Students participated in various aspects of the ISU Wellness Bash, an annual health fair on the ISU campus. Students helped to market the event, train to provide health screenings to participants (blood pressure, cholesterol, blood glucose, and triglycerides), and process the evaluation forms for the event.

**Target:** 80% of students will receive a grade of B or better on their Wellness Bash screening activities.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

**1.5 Students analyze and interpret quantitative or qualitative data using existing or secondary data sets**

▼ **Measure:** Data analysis and presentation - Regression and Correlation (County Health Rankings website)  
Direct - Student Artifact

**Details/Description:** Students are introduced to the County Health Rankings website to explore the Health Outcomes and Health Risks in States and Counties levels. Students are free to select 5 years of one health outcome and one health risk data from one location (State or County level) for eco-epidemiology data analysis (Regression and correlation), interpretation, and presentation (Scatter chart with a line fit plot) using EXCEL.

**Target:** 80% of the class will score a "B-" (80%) or higher on this in-class assignment.

**Implementation Plan (timeline):** Fall 2013 (started in Fall 2013)

**Responsible Individual(s):**

**1.6 Students research current sources of local, state, regional, and national data to utilize in needs assessment**

▼ **Measure:** CDC Behavioral Risk Surveillance System (BRFSS) Activity  
Direct - Student Artifact

**Details/Description:** This is in-class learning activity will be completed in pairs. Each student will be provided from the instructor a behavior health category (e.g., alcohol consumption, physical activity, obesity, etc.) to research using the website: After locating the prevalence and trends data from the CDC BRFSS, students will answer various questions (e.g., What is the summary of the data?; What are the differences reported among the various groups (age, gender, racial/ethnic groups, income levels, etc.)?; How can these findings contribute to the field of public health?)

**Target:** 90% of the class will score an "A-" (90%) or higher on this in-class assignment.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

▼ **Measure:** Data analysis and presentation - ANOVA (County Health Rankings website)  
Direct - Student Artifact

**Details/Description:** Students are introduced to the County Health Rankings website to explore the Health Outcomes and Health Risks in States and Counties levels. Students are free to select 5 years of one health outcome/health risk data from one State and two Counties within the State for data analysis (ANOVA) and presentation (column charts with error bars) using EXCEL.

**Target:** 80% of the class will score a "B-" (80%) or higher on this in-class assignment

**Implementation Plan (timeline):** Fall 2013 (started in Fall 2013)

**Responsible Individual(s):**

## Standard 2: Planning effective health education/promotion programs

### 2.1 Students create appropriate lesson plans of varying lengths for a variety of health issues and target populations

▼ **Measure:** Health lesson plan and presentation  
Direct - Student Artifact

**Details/Description:** This assignment will be done in pairs. Each student pair will select a health topic at the beginning of the semester that they would like to teach to a particular target population. Students will develop a lesson plan for the teaching presentation, based on their target population, and teach the lesson in a 20 minute presentation at the end of the semester. The lesson plan must include sections outlined in the book and discussed in class including (but not limited to): a needs assessment, background, objectives, introduction, developmental activities, conclusion, anticipated problems, and evaluation.

**Target:** 80% of the class (20 of 25 students) will score a "B-" (80%) or higher on this assignment

**Implementation Plan (timeline):** Fall 2013 and Spring 2014

**Responsible Individual(s):**

▼ **Measure:** Teaching strategies  
Direct - Other

**Details/Description:** Students will analyze various teaching methods and strategies to reach a specific target audience. Upon selecting an appropriate teaching strategy, students will give an eight to 10 minute presentation on the strategy and include both an overview of the strengths and weaknesses of the strategy as well as teaching a health lesson using the strategy. A lesson plan must be developed and submitted for the presentation.

**Target:** 80% of the class will score a "B-" or higher on the lesson plan/presentation assignment.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

▼ **Measure:** Textbook chapter teaching presentation  
Direct - Other

**Details/Description:** Students are required to select a specific disease or health condition chapter from the textbook and teach the chapter to the class. Students will work individually. Students will develop a comprehensive overview of the topic, addressing the biologic basis of the disease as well as the public health aspects and implications. This activity provides an opportunity to obtain detailed information on a specific disease, sharpen skills for identifying information sources; and further hone presentation skills by preparing a formal presentation. Strategies or target populations for the presentation must be appropriate based on the target audience. Students may use presentation software such as Power Point and overheads to supplement their presentations

**Target:** 80% of the class will score a "B" or higher on the lesson plan/presentation assignment.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**



**2.2 Students plan and develop health programs, events, or interventions**

▼ **Measure:** Health promotion program  
Direct - Student Artifact

**Details/Description:** Students who acquire funding for their health promotion program will plan to implement the actual program during spring semester. Students will continue to work in the same group and organize, present, and evaluate the program for ISU students.

**Target:** All of the groups (100%) will implement their funded health program.

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):**

**2.3 Students are able to work effectively as part of a team when planning programs**

▼ **Measure:** Health promotion program

**Details/Description:** Students will work in groups of four or five. The group will write and submit a Wellness Mini-Grant program proposal to the ISU Wellness Task Force to plan and implement a health promotion program for students on campus. Groups will focus on health issues pertinent to ISU students (stress management, alcohol abuse, etc.) with a budget of \$500. The goal is for each group to obtain funding and implement the program during the spring semester.

**Target:** A minimum of three of the seven to eight groups will obtain funding for their health program

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):**

**Standard 3: Implementing health education/promotion programs**

**3.1 Students apply teaching skills appropriate to a target audience**

▼ **Measure:** Health presentation to an AHS 111 class  
Direct - Student Artifact

**Details/Description:** In pairs, students will select a health topic and present a 20 minute lecture to a class of AHS 111 (Personal Health and Wellness) students. Students will also develop a lesson plan and include goals, objectives, and evaluation measures for the class session. Both the instructor and the students in the class will evaluate the students on teaching effectiveness, which the students will analyze and reflect on in a written paper.

**Target:** 85% of the class will score a "B-" or higher on the lesson plan/presentation and evaluation component of the assignment.

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):**

▼ **Measure:** Scientific book report and presentation  
Direct - Student Artifact

**Details/Description:** Each student will select and read one scientific book, written for lay audiences, based on a communicable or chronic disease that is different from the topic of their teaching presentation. Students will write a book report as well as presenting an oral presentation on the book. Reading and presenting on a scientifically based book will help students explore disease from the lay perspective, empathize with those struggling with health issues, or to thoroughly understand the pain and trajectory of common diseases prevalent in underprivileged or poor individuals. Students are expected to analyze, understand, and disseminate basic medical and scientific health information.

**Target:** 80% of the class will score a "B-" or higher on the lesson plan/presentation assignment

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

**3.2 Students develop skills in event organization and planning**

▼ **Measure:** Campus Stress Management Program  
Direct - Student Artifact

**Details/Description:** In teams, students will work with campus partners to develop, organize and implement a stress management event for ISU students. Each team will be required to submit an event/program plan, review event plans of other teams and collectively develop the final event plan with campus partners. Students will then work in their groups on final resource allocation, event/program promotion, implementation, evaluation and follow-up. Once event has concluded, students will provide a final evaluation report which will include; peer evaluations, event activity diary, and a two page overall personal evaluation of the program.

**Target:** 80% of the class (28 of 35 students) will score a "B-" (80%) or higher on this assignment

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):**

**3.3 Students design and implement an appropriate health intervention**

▼ **Measure:** Health promotion program  
Direct - Student Artifact

**Details/Description:** Students will work in groups of four or five. The group will write and submit a Wellness Mini-Grant program proposal to the ISU Wellness Task Force to plan and implement a health promotion program for students on campus. Groups will focus on health issues pertinent to ISU students (stress management, alcohol abuse, etc.) with a budget of \$500. The goal is for each group to obtain funding and implement the program during the spring semester.

**Target:** A minimum of three of the seven to eight groups will obtain funding for their health program.

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):**

**Standard 4: Evaluate effectiveness of health education/promotion programs**

**4.1 Students include appropriate measurement and evaluation components when designing lesson plans, health promotion programs, and projects**

▼ **Measure:** Health Lesson Plan and Presentation  
Direct - Student Artifact

**Details/Description:** A key component to the lesson plan and teaching presentation students develop for this course is the evaluation and measurement component. Students must have clear goals and objectives, as well as having evaluation activities that specifically address the presentation objectives.

**Target:** 80% of the class will score a "B-" or higher on the lesson plan/presentation assignment

**Implementation Plan (timeline):** Fall 2013 and Spring 2014

**Responsible Individual(s):**

**4.3 Students develop a statistical project that includes appropriate measurement and evaluation of a program**

Students develop a statistical project that includes appropriate measurement and evaluation of a health education program, health promotion program, or other project.

▼ **Measure:** Data analysis and presentation - ANOVA (County Health Rankings website)  
Direct - Student Artifact

**Details/Description:** Students are introduced to the County Health Rankings website to explore the Health Outcomes and Health Risks in States and Counties levels. Students are free to select 5 years of one health outcome/health risk data from one State and two Counties within the State for data analysis (ANOVA) and presentation (column charts with error bars) using EXCEL.

**Target:** 80% of the class will score a "B-" (80%) or higher on this in-class assignment

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

**4.4 Students analyze and critique data collection and analysis within the journal articles selected for health promotion programs**

▼ **Measure:** Disease research: annotated bibliography and epidemiological summary  
Direct - Student Artifact

**Details/Description:** Students will choose a communicable or chronic disease that is different from their book report or in-class teaching presentation topic. Two documents must be submitted for this assignment. Students will explore the literature on their chosen topic and analyze the information selected for their paper. Students will include information applicable to developing a health promotion program, such as disease history, prevalence, affected populations, how the disease is spread, and disease prevention. Students will also discuss the applicability of a specific resource and why this journal article, or government organization, is a credible, reliable, source of information.

**Target:** Students will be allowed to resubmit the assignment based on formative feedback given earlier in the semester. Because of this, it is expected 95% of the students will ultimately score a B+ or better on the two assignments.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

**Standard 5: Communicate and advocate health needs, concerns, and resources**

**5.2 Students write effective press releases, flyers, brochures, and/or public service announcements on critical health issues**

▼ **Measure:** "This is Public Health" National Sticker Campaign  
Direct - Student Artifact

**Details/Description:** Students will be divided into small groups to take pictures within the community of images that visually represent and define what public health means to them (this may also include pictures of what public health is not). Each group will be provided with the national campaign stickers. Each group will be required to capture photos using the "This is Public Health" sticker. These photos will then be used to develop a photo essay using Power Point or Word. While there is no specific limit to the maximum number of pictures that can be use, students must take a minimum of at least 15 pictures.

**Target:** 5 out of the 7 groups will score at least a "B-" (80%) or higher on this assignment.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

▼ **Measure:** Press Release  
Direct - Student Artifact

**Details/Description:** Students created a press release that could be submitted to a local news organization about an upcoming event (such as a health fair).

**Target:** 80% of students receive a score of B- or better on the assignment.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

▼ **Measure:** Public Service Announcement  
Direct - Student Artifact

**Details/Description:** Students developed and recorded a 30 second public service announcement about a health topic and presented it to the class.

**Target:** 80% of students receive a score of B- or better on the assignment

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

<p>▼ <b>Measure:</b> Three-fold Flyer/Brochure Direct - Student Artifact</p>
<p><b>Details/Description:</b> Students developed a 3-fold flyer on a health topic for a specific population along with a short paper  <b>Target:</b> 80% of students receive a score of B- or better on the assignment  <b>Implementation Plan (timeline):</b> Fall 2013  <b>Responsible Individual(s):</b></p>

**5.4. Students reflect and communicate how concepts learned in class provide the foundation for health careers**

<p>▼ <b>Measure:</b> Digital story Direct - Student Artifact</p>
<p><b>Details/Description:</b> Students will develop a six to eight minute digital story summarizing their college experience. This is an opportunity for students to reflect on the last four to five years of college. Students are expected to provide overviews of course material and experiences that have helped prepare them for the workforce, as well as examining challenges and accomplishments faced throughout college. Students will present the video to classmates at the end of the semester  <b>Target:</b> 90% of the class will score a "B" or higher on this assignment.  <b>Implementation Plan (timeline):</b> Spring 2014  <b>Responsible Individual(s):</b></p>

## Health Sciences Environmental Health Concentration Outcomes

### Standard 1: Understand and apply the principles of environmental health

**1.2 Students assess environmental health needs by completing and analyzing an environmental assessment**

<p>▼ <b>Measure:</b> Assessment of environmental health needs Direct - Student Artifact</p>
<p><b>Details/Description:</b> Students will contact local health department to assess environmental health needs  <b>Target:</b> 80% of students complete the project with a C or better  <b>Implementation Plan (timeline):</b> data collected in AHS 210, 377, and 457  <b>Responsible Individual(s):</b> Course instructor</p>

**1.3 Upon completion of an environmental assessment, students can identify environmental health problems**

<p>▼ <b>Measure:</b> Identify environmental health problems Direct - Student Artifact</p>
<p><b>Details/Description:</b> Students will monitor and collect samples of possible environmental pollutants  <b>Target:</b> 80% of students complete the project with a C or better  <b>Implementation Plan (timeline):</b> data collected in AHS 377L and 437  <b>Responsible Individual(s):</b> Course instructor</p>

### Standard 2: Quantify and analyze environmental health problems using analytical, statistical, and epidemiological methods

**2.1 Students demonstrate efficiency in collecting environmental samples**

<p>▼ <b>Measure:</b> Environmental Sampling Collection Direct - Student Artifact</p>
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**Details/Description:** Students will monitor and collect samples of possible environmental pollutants

**Target:** 80% of students complete the project with a C or better

**Implementation Plan (timeline):** data collected in AHS 377L and 437

**Responsible Individual(s):** Course instructor

**2.2 Students assess and analyze an environmental outbreak**

▼ **Measure:** Environmental outbreak  
Direct - Other

**Details/Description:** Students will conduct a project of a foodborne disease outbreak

**Target:** 80% of students will complete the project with a C or better

**Implementation Plan (timeline):** data collected in AHS 360 and 457

**Responsible Individual(s):** Course instructor

**Standard 5: Work collaboratively to solve environmental health problems**

**5.2 Students work inter-professionally with other health care professionals to ensure environmental health needs are addressed**

▼ **Measure:** Community projects  
Direct - Other

**Details/Description:** Students will coordinate with local health department and deliver environmental health information to the community

**Target:** 80% of students complete the project with a C or better

**Implementation Plan (timeline):** data collected in AHS 377, 391, and 437

**Responsible Individual(s):** Course instructor

 **Assessment Findings**

**Finding per Measure**

**BA/BS in Health Sciences Core Outcome Set**

**Standard 1: Assessing individual and community health needs**

**1.1 Students can assess individual and population health needs**

▼ **Measure:** Healthy People 2020  
Direct - Student Artifact

**Details/Description:** This 2-3 page writing assignment will be done individually. Each student will select one of the 10 Leading Healthy People 2020 Indicators from [www.healthypeople.gov](http://www.healthypeople.gov). In particular, each student will: 1) briefly describe a health problem indicating the "burden of disease" including morbidity and mortality and changes that have occurred in recent years; 2). describe the course of the disease or condition using the concepts of incidence, prevalence and case-fatality; 3). identify at least two at-risk groups; 4). identify four options for potential interventions to address the problem. Identify the prevention level of the intervention, target group (age, gender, race), and details on the delivery of the intervention (educational strategies, programs); and 5). select 2 to 3 that you identify as most effective.

**Target:** 85% of the class will score a "B-" or higher on this assignment.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

**Findings for Healthy People 2020**

**Summary of Findings:** 27/34=79.4% scored of B- or better.  
Ones below 90% did not follow directions on assignment.

**Results:** Target Achievement: Not Met

**Recommendations :** Will emphasize specific points of assignment to work on improved grades.

**Reflections/Notes :** Instructor working to reach target goal of 85% of class scoring B- or better on assignment through increased emphasis on assignment goals

▼ **Measure:** Needs assessment assignment  
Direct - Student Artifact

**Details/Description:** In groups, students will develop a full grant proposal focusing on an area of wellness on the ISU campus. The proposal will be comprised of several smaller assignments, including a needs assessment conducted on the ISU campus. Groups will present their proposals to a panel of experts at the end of the semester.

**Target:** 80% of the groups will receive a grade of B or better on their final grant proposals (which contains a needs assessment assignment).

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

**Findings** for Needs assessment assignment

**Summary of Findings:** 33/37=89.1% scored B or higher.

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

**1.2 Students analyze the results of a needs assessment**

▼ **Measure:** Integrated Campus Tobacco Policy Evaluation  
Direct - Student Artifact

**Details/Description:** Students will be introduced to data collection methods of assessment through a class project which evaluates the campus tobacco policy and tobacco use on the ISU campus. The students will be divided up into seven research teams and will practice various methods of data collection and analysis. Student will learn how to effectively communicate will campus administration, local and state officials through constructing a policy brief based upon their findings and include recommendations. The policy brief will include: (1) Executive Summary (2) Issue Definition and Background (3) Options & Policy Analysis (4) Policy Recommendation (5) Conclusion.

**Target:** 90% of the class will score a "B-"(80%) or higher on this assignment.

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):**

**Findings** for Integrated Campus Tobacco Policy Evaluation

**Summary of Findings:** 43/43 students scored a B- or higher on the paper

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

**1.3 Students use assessment and analysis data to develop a grant proposal consistent with funding agency guidelines**

▼ **Measure:** Health Promotion Grant  
Direct - Student Artifact

**Details/Description:** Students will work in groups. The group will write and submit a Wellness Mini-Grant proposal to the Wellness Task Force. The proposal will introduce a health promotion/wellness program for ISU students, which includes a needs assessment, timeline, suggested implementation, and evaluation procedures.

**Target:** 37% of the class (e.g., 3 out of 8 groups) will be awarded a grant to implement their program.

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):**

**Findings for Health Promotion Grant**

**Summary of Findings:** 6 out of 8 (75%) groups were awarded a grant

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

**1.4 Students provide appropriate feedback to individuals after conducting a health assessment**

▼ **Measure:** Wellness Bash Health Screenings  
Direct - Other

**Details/Description:** Students participated in various aspects of the ISU Wellness Bash, an annual health fair on the ISU campus. Students helped to market the event, train to provide health screenings to participants (blood pressure, cholesterol, blood glucose, and triglycerides), and process the evaluation forms for the event.

**Target:** 80% of students will receive a grade of B or better on their Wellness Bash screening activities.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

**Findings for Wellness Bash Health Screenings**

**Summary of Findings:** 37/37=100% of students scored B or higher.

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

**1.5 Students analyze and interpret quantitative or qualitative data using existing or secondary data sets**

▼ **Measure:** Data analysis and presentation - Regression and Correlation (County Health Rankings website)  
Direct - Student Artifact

**Details/Description:** Students are introduced to the County Health Rankings website to explore the Health Outcomes and Health Risks in States and Counties levels. Students are free to select 5 years of one health outcome and one health risk data from one location (State or County level) for eco-epidemiology data analysis (Regression and correlation), interpretation, and presentation (Scatter chart with a line fit plot) using EXCEL.

**Target:** 80% of the class will score a "B-" (80%) or higher on this in-class assignment.

**Implementation Plan (timeline):** Fall 2013 (started in Fall 2013)

**Responsible Individual(s):**

**Findings** for Data analysis and presentation - Regression and Correlation (County Health Rankings website)

**Summary of Findings:** Fall 2013 Review: 30/33=91% with B- or higher  
10/43=23% did not turn homework in.

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

**1.6 Students research current sources of local, state, regional, and national data to utilize in needs assessment**

▼ **Measure:** CDC Behavioral Risk Surveillance System (BRFSS) Activity  
Direct - Student Artifact

**Details/Description:** This is in-class learning activity will be completed in pairs. Each student will be provided from the instructor a behavior health category (e.g., alcohol consumption, physical activity, obesity, etc.) to research using the website: After locating the prevalence and trends data from the CDC BRFSS, students will answer various questions (e.g., What is the summary of the data?; What are the differences reported among the various groups (age, gender, racial/ethnic groups, income levels, etc.)?; How can these findings contribute to the field of public health?)

**Target:** 90% of the class will score an "A-" (90%) or higher on this in-class assignment.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

**Findings** for CDC Behavioral Risk Surveillance System (BRFSS) Activity

**Summary of Findings:** 100% of students achieved an A- or above

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

▼ **Measure:** Data analysis and presentation - ANOVA (County Health Rankings website)  
Direct - Student Artifact

**Details/Description:** Students are introduced to the County Health Rankings website to explore the Health Outcomes and Health Risks in States and Counties levels. Students are free to select 5 years of one health outcome/health risk data from one State and two Counties within the State for data analysis (ANOVA) and presentation (column charts with error bars) using EXCEL.

**Target:** 80% of the class will score a "B-" (80%) or higher on this in-class assignment

**Implementation Plan (timeline):** Fall 2013 (started in Fall 2013)

**Responsible Individual(s):**

**Findings** for Data analysis and presentation - ANOVA (County Health Rankings website)



**Summary of Findings:** 25/34=75% with B- or higher  
9/43=21% did not turn the homework in.

**Results:** Target Achievement: Not Met

**Recommendations :**

**Reflections/Notes :** Instructor stressing necessity of homework completion

## Standard 2: Planning effective health education/promotion programs

### 2.1 Students create appropriate lesson plans of varying lengths for a variety of health issues and target populations

▼ **Measure:** Health lesson plan and presentation  
Direct - Student Artifact

**Details/Description:** This assignment will be done in pairs. Each student pair will select a health topic at the beginning of the semester that they would like to teach to a particular target population. Students will develop a lesson plan for the teaching presentation, based on their target population, and teach the lesson in a 20 minute presentation at the end of the semester. The lesson plan must include sections outlined in the book and discussed in class including (but not limited to): a needs assessment, background, objectives, introduction, developmental activities, conclusion, anticipated problems, and evaluation.

**Target:** 80% of the class (20 of 25 students) will score a "B-" (80%) or higher on this assignment

**Implementation Plan (timeline):** Fall 2013 and Spring 2014

**Responsible Individual(s):**

#### Findings for Health lesson plan and presentation

**Summary of Findings:** Fall 2013 review:  
24/26 = 92.3% scored B or better (LB).  
25/26=96% scored a B or better (KB)

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

▼ **Measure:** Teaching strategies  
Direct - Other

**Details/Description:** Students will analyze various teaching methods and strategies to reach a specific target audience. Upon selecting an appropriate teaching strategy, students will give an eight to 10 minute presentation on the strategy and include both an overview of the strengths and weaknesses of the strategy as well as teaching a health lesson using the strategy. A lesson plan must be developed and submitted for the presentation.

**Target:** 80% of the class will score a "B-" or higher on the lesson plan/presentation assignment.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

#### Findings for Teaching strategies

**Summary of Findings:** Fall 2013 review:  
22/26=84.6% scored B or better (LB).  
21/26=81% scored B or better (KB).

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

▼ **Measure:** Textbook chapter teaching presentation  
Direct - Other

**Details/Description:** Students are required to select a specific disease or health condition chapter from the textbook and teach the chapter to the class. Students will work individually. Students will develop a comprehensive overview of the topic, addressing the biologic basis of the disease as well as the public health aspects and implications. This activity provides an opportunity to obtain detailed information on a specific disease, sharpen skills for identifying information sources; and further hone presentation skills by preparing a formal presentation. Strategies or target populations for the presentation must be appropriate based on the target audience. Students may use presentation software such as Power Point and overheads to supplement their presentations

**Target:** 80% of the class will score a "B" or higher on the lesson plan/presentation assignment.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

**Findings** for Textbook chapter teaching presentation

**Summary of Findings:** 25/29=86%% scored a B or better (Fall 2013)  
25/29 (86%) scored a B- or higher (Spring 2014)

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

**2.2 Students plan and develop health programs, events, or interventions**

▼ **Measure:** Health promotion program  
Direct - Student Artifact

**Details/Description:** Students who acquire funding for their health promotion program will plan to implement the actual program during spring semester. Students will continue to work in the same group and organize, present, and evaluate the program for ISU students.

**Target:** All of the groups (100%) will implement their funded health program.

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):**

**Findings** for Health promotion program

**Summary of Findings:** 5 of the 8 groups implemented the funded health program

**Results:** Target Achievement: Not Met

**Recommendations :** Assign grade to actual implementation to ensure follow through on funding

**Reflections/Notes :**

**2.3 Students are able to work effectively as part of a team when planning programs**

▼ **Measure:** Health promotion program

**Details/Description:** Students will work in groups of four or five. The group will write and submit a Wellness Mini-Grant program proposal to the ISU Wellness Task Force to plan and implement a

health promotion program for students on campus. Groups will focus on health issues pertinent to ISU students (stress management, alcohol abuse, etc.) with a budget of \$500. The goal is for each group to obtain funding and implement the program during the spring semester.

**Target:** A minimum of three of the seven to eight groups will obtain funding for their health program

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):**

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**Findings** for Health promotion program

**Summary of Findings:** 6 of the 8 (75%) groups collaborated and achieved funding

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

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**Standard 3: Implementing health education/promotion programs**

**3.1 Students apply teaching skills appropriate to a target audience**

▼ **Measure:** Health presentation to an AHS 111 class  
Direct - Student Artifact

**Details/Description:** In pairs, students will select a health topic and present a 20 minute lecture to a class of AHS 111 (Personal Health and Wellness) students. Students will also develop a lesson plan and include goals, objectives, and evaluation measures for the class session. Both the instructor and the students in the class will evaluate the students on teaching effectiveness, which the students will analyze and reflect on in a written paper.

**Target:** 85% of the class will score a "B-" or higher on the lesson plan/presentation and evaluation component of the assignment.

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):**

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**Findings** for Health presentation to an AHS 111 class

**Summary of Findings:** 37/39 students (95%) achieved a B- or higher

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

▼ **Measure:** Scientific book report and presentation  
Direct - Student Artifact

**Details/Description:** Each student will select and read one scientific book, written for lay audiences, based on a communicable or chronic disease that is different from the topic of their teaching presentation. Students will write a book report as well as presenting an oral presentation on the book. Reading and presenting on a scientifically based book will help students explore disease from the lay perspective, empathize with those struggling with health issues, or to thoroughly understand the pain and trajectory of common diseases prevalent in underprivileged or poor individuals. Students are expected to analyze, understand, and disseminate basic medical and scientific health information.

**Target:** 80% of the class will score a "B-" or higher on the lesson plan/presentation assignment

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

**Findings** for Scientific book report and presentation

**Summary of Findings:** 28/29=97%% scored a B or better

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

**3.2 Students develop skills in event organization and planning**

▼ **Measure:** Campus Stress Management Program  
Direct - Student Artifact

**Details/Description:** In teams, students will work with campus partners to develop, organize and implement a stress management event for ISU students. Each team will be required to submit an event/program plan, review event plans of other teams and collectively develop the final event plan with campus partners. Students will then work in their groups on final resource allocation, event/program promotion, implementation, evaluation and follow-up. Once event has concluded, students will provide a final evaluation report which will include; peer evaluations, event activity diary, and a two page overall personal evaluation of the program.

**Target:** 80% of the class (28 of 35 students) will score a "B-" (80%) or higher on this assignment

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):**

**Findings** for Campus Stress Management Program

**Summary of Findings:** 29/29 students (100%) scored a B- or higher

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

**3.3 Students design and implement an appropriate health intervention**

▼ **Measure:** Health promotion program  
Direct - Student Artifact

**Details/Description:** Students will work in groups of four or five. The group will write and submit a Wellness Mini-Grant program proposal to the ISU Wellness Task Force to plan and implement a health promotion program for students on campus. Groups will focus on health issues pertinent to ISU students (stress management, alcohol abuse, etc.) with a budget of \$500. The goal is for each group to obtain funding and implement the program during the spring semester.

**Target:** A minimum of three of the seven to eight groups will obtain funding for their health program.

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):**

**Findings** for Health promotion program

*No Findings Added*

**Standard 4: Evaluate effectiveness of health education/promotion programs**

**4.1 Students include appropriate measurement and evaluation components when designing lesson plans, health promotion programs, and projects**

▼ **Measure:** Health Lesson Plan and Presentation  
Direct - Student Artifact

**Details/Description:** A key component to the lesson plan and teaching presentation students develop for this course is the evaluation and measurement component. Students must have clear goals and objectives, as well as having evaluation activities that specifically address the presentation objectives.

**Target:** 80% of the class will score a "B-" or higher on the lesson plan/presentation assignment

**Implementation Plan (timeline):** Fall 2013 and Spring 2014

**Responsible Individual(s):**

**Findings for Health Lesson Plan and Presentation**

**Summary of Findings:** Fall 2013 review:  
24/26=92.3% scored B or better (LB).  
22/26=85% scored B or better (KB).

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

**4.3 Students develop a statistical project that includes appropriate measurement and evaluation of a program**

Students develop a statistical project that includes appropriate measurement and evaluation of a health education program, health promotion program, or other project.

▼ **Measure:** Data analysis and presentation - ANOVA (County Health Rankings website)  
Direct - Student Artifact

**Details/Description:** Students are introduced to the County Health Rankings website to explore the Health Outcomes and Health Risks in States and Counties levels. Students are free to select 5 years of one health outcome/health risk data from one State and two Counties within the State for data analysis (ANOVA) and presentation (column charts with error bars) using EXCEL.

**Target:** 80% of the class will score a "B-" (80%) or higher on this in-class assignment

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

**Findings for Data analysis and presentation - ANOVA (County Health Rankings website)**

**Summary of Findings:** 20/25=81% scored a B or better

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

**4.4 Students analyze and critique data collection and analysis within the journal articles selected for health promotion programs**

▼ **Measure:** Disease research: annotated bibliography and epidemiological summary  
Direct - Student Artifact

**Details/Description:** Students will choose a communicable or chronic disease that is different from their book report or in-class teaching presentation topic. Two documents must be submitted for this assignment. Students will explore the literature on their chosen topic and analyze the information selected for their paper. Students will include information applicable to developing a

health promotion program, such as disease history, prevalence, affected populations, how the disease is spread, and disease prevention. Students will also discuss the applicability of a specific resource and why this journal article, or government organization, is a credible, reliable, source of information.

**Target:** Students will be allowed to resubmit the assignment based on formative feedback given earlier in the semester. Because of this, it is expected 95% of the students will ultimately score a B+ or better on the two assignments.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

**Findings** for Disease research: annotated bibliography and epidemiological summary

**Summary of Findings:** 18/29=62% scored a B or better on the annotated bibliography  
20/29=69% scored a B or better on the epidemiological summary

**Results:** Target Achievement: Not Met

**Recommendations :** Spend more time explaining and exploring how to conduct research and submit this assignment. Provide one formative feedback with revisions; provide more samples

**Reflections/Notes :**

## Standard 5: Communicate and advocate health needs, concerns, and resources

### 5.2 Students write effective press releases, flyers, brochures, and/or public service announcements on critical health issues

▼ **Measure:** "This is Public Health" National Sticker Campaign  
Direct - Student Artifact

**Details/Description:** Students will be divided into small groups to take pictures within the community of images that visually represent and define what public health means to them (this may also include pictures of what public health is not). Each group will be provided with the national campaign stickers. Each group will be required to capture photos using the "This is Public Health" sticker. These photos will then be used to develop a photo essay using Power Point or Word. While there is no specific limit to the maximum number of pictures that can be use, students must take a minimum of at least 15 pictures.

**Target:** 5 out of the 7 groups will score at least a "B-" (80%) or higher on this assignment.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

**Findings** for "This is Public Health" National Sticker Campaign

**Summary of Findings:** All 7 groups scored a B- or higher on this assignment

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

▼ **Measure:** Press Release  
Direct - Student Artifact

**Details/Description:** Students created a press release that could be submitted to a local news organization about an upcoming event (such as a health fair).

**Target:** 80% of students receive a score of B- or better on the assignment.

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

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**Findings for Press Release**

**Summary of Findings:** 24/26 = 92.3% scored B or better  
24/26=92% scored a B or better

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

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▼ **Measure:** Public Service Announcement

Direct - Student Artifact

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**Details/Description:** Students developed and recorded a 30 second public service announcement about a health topic and presented it to the class.

**Target:** 80% of students receive a score of B- or better on the assignment

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

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**Findings for Public Service Announcement**

**Summary of Findings:** 24/26=92.3% scored B or better (LB).  
24/26=92% scored B or better (KB).

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

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▼ **Measure:** Three-fold Flyer/Brochure

Direct - Student Artifact

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**Details/Description:** Students developed a 3-fold flyer on a health topic for a specific population along with a short paper

**Target:** 80% of students receive a score of B- or better on the assignment

**Implementation Plan (timeline):** Fall 2013

**Responsible Individual(s):**

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**Findings for Three-fold Flyer/Brochure**

**Summary of Findings:** 24/26=92.3% scored B or better (LB).  
24/26=92% scored B or better (KB).

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

**5.4. Students reflect and communicate how concepts learned in class provide the foundation for health careers**

▼ **Measure:** Digital story  
Direct - Student Artifact

**Details/Description:** Students will develop a six to eight minute digital story summarizing their college experience. This is an opportunity for students to reflect on the last four to five years of college. Students are expected to provide overviews of course material and experiences that have helped prepare them for the workforce, as well as examining challenges and accomplishments faced throughout college. Students will present the video to classmates at the end of the semester

**Target:** 90% of the class will score a "B" or higher on this assignment.

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):**

**Findings for Digital story**

**Summary of Findings:** 39/39 students (100%) achieved a B- or higher on the digital story

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

**Health Sciences Environmental Health Concentration Outcomes**

**Standard 1: Understand and apply the principles of environmental health**

**1.2 Students assess environmental health needs by completing and analyzing an environmental assessment**

▼ **Measure:** Assessment of environmental health needs  
Direct - Student Artifact

**Details/Description:** Students will contact local health department to assess environmental health needs

**Target:** 80% of students complete the project with a C or better

**Implementation Plan (timeline):** data collected in AHS 210, 377, and 457

**Responsible Individual(s):** Course instructor

**Findings for Assessment of environmental health needs**

**Summary of Findings:** Fall 2013 AHS 377: 3/3 students (100%) received a C or better

Spring 2014 AHS 457: 7/ 8 students (87%%) received a C or better

Target Achievements: Goal was exceeded in AHS 377 and 457, intermediate and advance levels, respectively.

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :** Students had trouble contacting the health department.

**1.3 Upon completion of an environmental assessment, students can identify environmental health problems**

▼ **Measure:** Identify environmental health problems  
Direct - Student Artifact

**Details/Description:** Students will monitor and collect samples of possible environmental pollutants



**Target:** 80% of students complete the project with a C or better  
**Implementation Plan (timeline):** data collected in AHS 377L and 437  
**Responsible Individual(s):** Course instructor

**Findings** for Identify environmental health problems

**Summary of Findings:** AHS 377L: 3/3 students (100%) received a C or better  
Target Achievements: The goal was exceeded.

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :** Students enjoyed working in the field and collecting samples

**Standard 2: Quantify and analyze environmental health problems using analytical, statistical, and epidemiological methods**

**2.1 Students demonstrate efficiency in collecting environmental samples**

▼ **Measure:** Environmental Sampling Collection  
Direct - Student Artifact

**Details/Description:** Students will monitor and collect samples of possible environmental pollutants

**Target:** 80% of students complete the project with a C or better

**Implementation Plan (timeline):** data collected in AHS 377L and 437

**Responsible Individual(s):** Course instructor

**Findings** for Environmental Sampling Collection

**Summary of Findings:** AHS 377L: 3/3 students (100%) received a C or better  
Target Achievements: The goal was exceeded

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :** Students enjoyed working in the field and collecting samples

**2.2 Students assess and analyze an environmental outbreak**

▼ **Measure:** Environmental outbreak  
Direct - Other

**Details/Description:** Students will conduct a project of a foodborne disease outbreak

**Target:** 80% of students will complete the project with a C or better

**Implementation Plan (timeline):** data collected in AHS 360 and 457

**Responsible Individual(s):** Course instructor

**Findings** for Environmental outbreak

**Summary of Findings:** AHS 457: 7/8 students (87%) received a C or better  
The goal was met in AHS 457, advance level.

**Results:** Target Achievement: Met

**Recommendations :**

Reflections/Notes :

**Standard 5: Work collaboratively to solve environmental health problems**

**5.2 Students work inter-professionally with other health care professionals to ensure environmental health needs are addressed**

▼ **Measure:** Community projects  
Direct - Other

**Details/Description:** Students will coordinate with local health department and deliver environmental health information to the community

**Target:** 80% of students complete the project with a C or better

**Implementation Plan (timeline):** data collected in AHS 377, 391, and 437

**Responsible Individual(s):** Course instructor

**Findings** for Community projects

**Summary of Findings:** AHS 377: 2/3 students (66%) received a C or better  
Goal was not achieved

**Results:** Target Achievement: Not Met

**Recommendations :**

**Reflections/Notes :** Classroom examples and practice help with this assignment. Students need more examples and practice even more to increase the percentage. Low sample size affects the percentage.

**Overall Recommendations**

*No text specified*

**Overall Reflection**

*No text specified*

 **Action Plan**

**Actions**

**Action Plan 2013-2014**

**Outcome**

**Action Plan**

▼ **Action:** Add rubrics for writing to course syllabi

**This Action is associated with the following Findings**  
No supporting Findings have been linked to this Action.

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** Medium

▼ **Action:** Add standards met by each AHS course to all syllabi

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** High

▼ **Action:** Add verbiage to assessment plans that indicates how each student completes a culminating experience directly related to their concentration

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** Medium

▼ **Action:** Increase communication of assessment plans among faculty

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** Medium

▼ **Action:** Review and change prerequisites for each of the Health Sciences courses

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** High

▼ **Action:** Review assessment matrices for all AHS programs and revise as needed

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** Medium

▼ **Action:** Revise curriculum plans to reflect course number and prefix changes

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** Medium

▼ **Action:** Standardize rubrics for assignments completed at various levels of program and include on all course syllabi (i.e. Lesson Plans)

**This Action is associated with the following Findings**



No supporting Findings have been linked to this Action.

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** High

 **Status Report**

**Action Statuses**

**Action Plan 2013-2014**

**Outcome**

**Action Plan**

▼ **Action:** Add rubrics for writing to course syllabi

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** Medium

**Status** for Add rubrics for writing to course syllabi

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** Development of standardized writing expectations rubric; expected to have a sample rubric summer of 2015

▼ **Action:** Add standards met by each AHS course to all syllabi

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** High

**Status** for Add standards met by each AHS course to all syllabi

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** A set of standards and outcomes are set for the Health Sciences Core courses. Health Communication syllabi were reviewed spring 2015; others still need to be reviewed.

▼ **Action:** Add verbiage to assessment plans that indicates how each student completes a culminating experience directly related to their concentration

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** Medium

**Status** for Add verbiage to assessment plans that indicates how each student completes a culminating experience directly related to their concentration

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** Culminating and capstone events are integrated into the health sciences core courses via the senior seminar (AHS 480) course. Some verbiage has been added; other information is still to come.

▼ **Action:** Increase communication of assessment plans among faculty

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** Medium

**Status** for Increase communication of assessment plans among faculty

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** Faculty meet monthly to discuss assessment and work on standards and outcomes. This did not occur as planned for spring 2015. Goal is to improve meeting frequency fall 2015.

▼ **Action:** Review and change prerequisites for each of the Health Sciences courses

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** High

**Status** for Review and change prerequisites for each of the Health Sciences courses

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** Prerequisites must be updated for all AHS courses prior to the next advising session

▼ **Action:** Review assessment matrices for all AHS programs and revise as needed

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** Medium

**Status** for Review assessment matrices for all AHS programs and revise as needed

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** Each concentration is being updated in Taskstream with plans to include new matrices and artifacts. Designed information on paper for Health Communication that must be input to Taskstream once approved.

▼ **Action:** Revise curriculum plans to reflect course number and prefix changes

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** Medium

**Status** for Revise curriculum plans to reflect course number and prefix changes

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** Curriculum plans were submitted spring 2015 semester; we are still waiting approval on some changes

▼ **Action:** Standardize rubrics for assignments completed at various levels of program and include on all course syllabi (i.e. Lesson Plans)

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** High

**Status** for Standardize rubrics for assignments completed at various levels of program and include on all course syllabi (i.e. Lesson Plans)

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** Did not complete this as planned this semester; this is a high priority for summer 2015. Would like to present the following rubric templates to faculty in the fall: writing, lesson plans, and oral presentations



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*No text specified*

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**Summary of Next Steps**

*No text specified*

## 2014-2015 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

#### BA/BS in Health Sciences Core Outcome Set

#### Standard 2: Planning effective health education/promotion programs

**2.1 Students create appropriate lesson plans of varying lengths for a variety of health issues and target populations**

▼ **Measure:** Drug Education Intervention/Lesson Plan  
Direct - Student Artifact

**Details/Description:** Students will develop a lesson plan addressing a specific area related to substance abuse. Each lesson plan will include: Background of the chosen topic (e.g., How did you come up with your idea?), Target population (What grade level or age group are you addressing?), Budgetary considerations (How much do you think your intervention will cost?), Description of the intervention/lesson itself (What materials will you use? How do you use the intervention or materials? How will you know if the intervention of delivery of information is effective?), Identify Potential barriers (What concerns/objections could students, parents, or program administrators have concerning your intervention or lesson? How will you overcome these barriers?). Each student will present their lesson plan to their peers.

**Target:** 80% of the class (28 of 35 students) will score a "B-" (80%) or higher on this assignment.

**Implementation Plan (timeline):** Fall 2014

**Responsible Individual(s):**

#### Standard 5: Communicate and advocate health needs, concerns, and resources

**5.1 Students advocate for various health issues and resources with local, regional, and national politicians and leaders**

▼ **Measure:** Health Policy Brief Related to Substance Abuse  
Direct - Student Artifact

**Details/Description:** Students will write a Health Policy brief should include the following: Description of a selected public health, health administration or health services issue (e.g. Medical Marijuana, Prescription Drug Abuse, etc.), Explanation of the importance of this issue, Identified need for change, Identified solution to leverage change (with explanation), Necessary resources (human, financial, partnerships, other)

**Target:** 80% of the class (28 of 35 students) will score a "B-" (80%) or higher on this assignment.

**Implementation Plan (timeline):** Fall 2014

**Responsible Individual(s):**

### Assessment Findings

#### Finding per Measure

#### BA/BS in Health Sciences Core Outcome Set

#### Standard 2: Planning effective health education/promotion programs

**2.1 Students create appropriate lesson plans of varying lengths for a variety of health issues and target populations**

▼ **Measure:** Drug Education Intervention/Lesson Plan  
Direct - Student Artifact

**Details/Description:** Students will develop a lesson plan addressing a specific area related to substance abuse. Each lesson plan will include: Background of the chosen topic (e.g., How did you come up with your idea?), Target population (What grade level or age group are you addressing?), Budgetary considerations (How much do you think your intervention will cost?), Description of the intervention/lesson itself (What materials will you use? How do you use the intervention or materials? How will you know if the intervention of delivery of information is effective?), Identify Potential barriers (What concerns/objections could students, parents, or program administrators have concerning your intervention or lesson? How will you overcome these barriers?). Each student will present their lesson plan to their peers.

**Target:** 80% of the class (28 of 35 students) will score a "B-" (80%) or higher on this assignment.

**Implementation Plan (timeline):** Fall 2014

**Responsible Individual(s):**

**Findings** for Drug Education Intervention/Lesson Plan

*No Findings Added*

**Standard 5: Communicate and advocate health needs, concerns, and resources**

**5.1 Students advocate for various health issues and resources with local, regional, and national politicians and leaders**

▼ **Measure:** Health Policy Brief Related to Substance Abuse  
Direct - Student Artifact

**Details/Description:** Students will write a Health Policy brief should include the following: Description of a selected public health, health administration or health services issue (e.g. Medical Marijuana, Prescription Drug Abuse, etc.), Explanation of the importance of this issue, Identified need for change, Identified solution to leverage change (with explanation), Necessary resources (human, financial, partnerships, other)

**Target:** 80% of the class (28 of 35 students) will score a "B-" (80%) or higher on this assignment.

**Implementation Plan (timeline):** Fall 2014

**Responsible Individual(s):**

**Findings** for Health Policy Brief Related to Substance Abuse

*No Findings Added*

**Overall Recommendations**

*No text specified*

**Overall Reflection**

*No text specified*

 **Action Plan**

**Actions**

**BA/BS in Health Sciences Core Outcome Set**

## Standard 2: Planning effective health education/promotion programs

**2.1 Students create appropriate lesson plans of varying lengths for a variety of health issues and target populations**

▼ **Action:** increase communication

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** (Increase communication of assessment plans among faculty)Add areas and competencies met by each AHS course to all syllabi

**Implementation Plan (timeline):** By end Spring 2016

**Key/Responsible Personnel:** AHS Faculty

**Measures:** Review of syllabi for all courses

**Resource Allocations:**

**Priority:** Medium

## Standard 5: Communicate and advocate health needs, concerns, and resources

**5.1 Students advocate for various health issues and resources with local, regional, and national politicians and leaders**

▼ **Action:** Summarize data

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** Summarize data from past year, distribute 2015-2016 data collection plan

**Implementation Plan (timeline):** Beginning each new academic year

**Key/Responsible Personnel:** AHS Faculty, program director

**Measures:** Data assessment collection plans distributed to faculty and posted to AHS Blackboard site

**Resource Allocations:**

**Priority:** Medium

### Status Report

#### Action Statuses

## BA/BS in Health Sciences Core Outcome Set

## Standard 2: Planning effective health education/promotion programs

**2.1 Students create appropriate lesson plans of varying lengths for a variety of health issues and target populations**

▼ **Action:** increase communication

**Action Details:** (Increase communication of assessment plans among faculty)Add areas and competencies met by each AHS course to all syllabi

**Implementation Plan (timeline):** By end Spring 2016

**Key/Responsible Personnel:** AHS Faculty

**Measures:** Review of syllabi for all courses

**Resource Allocations:**

**Priority:** Medium

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**Status** for increase communication

*No Status Added*

## Standard 5: Communicate and advocate health needs, concerns, and resources

### 5.1 Students advocate for various health issues and resources with local, regional, and national politicians and leaders

▼ **Action:** Summarize data

**Action Details:** Summarize data from past year, distribute 2015-2016 data collection plan

**Implementation Plan (timeline):** Beginning each new academic year

**Key/Responsible Personnel:** AHS Faculty, program director

**Measures:** Data assessment collection plans distributed to faculty and posted to AHS Blackboard site

**Resource Allocations:**

**Priority:** Medium

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**Status** for Summarize data

*No Status Added*

## Status Summary

*No text specified*

## Summary of Next Steps

*No text specified*

## 2015-2016 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**

## 2016-2017 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

## 2017-2018 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**



## 2018-2019 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

## 2019-2020 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

# Appendix

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- A. **Health Sciences Core** (Curriculum Map)
  - B. **Health and Safety** (Adobe Acrobat Document)
  - C. **BA\_BS in Health Sciences 2012-13 Action Plan and Status Report.docx** (Word Document (Open XML))
-

**If Program Elimination is pending you need not complete the form.)**

	<b>Question</b>	<b>Type of Answer</b>	<b>From Available Info</b>	<b>Answer</b>
<b>By March 1</b>	Nationally Accredited	Y/N		No
		Organization		
	Student Learning Outcomes Clearly Articulated	Y/N	E. Robbins Fall 07 Survey Answer:Y	
		File (or source of information)		Program coordinator, Dean's office
	Students Know their Learning Outcomes	Y/N		In process of placing in syllabi
		File		Will be on file with program coordinator
	Program Actively Using Student Learning Outcomes	Y/N		Yes
	Does Assessment Plan Exist?	Y/N	E. Robbins Fall 07 Survey Answer:Y	
		When Was It Adopted?		Spring 2007
		File/copy		Program coordinator, Dean's office
<b>By May 15</b>	Data Actively Collected & CBE	Data Ever Collected?	E. Robbins Fall 07 Survey Answer:Y	
		Data Recently/ Actively Collected?	E. Robbins Fall 07 Survey Answer:Y	
		Evidence		
	Data Systematically Analyzed & CBE	Data Analyzed?	E. Robbins Fall 07 Survey Answer:Y	
		Evidence		
	Analysis Discussed in Depts & CBE	Analysis Discussed?	E. Robbins Fall 07 Survey Answer:N	
		Evidence		
	Analysis Impacts Curriculum for Pgm & CBE	Any Changes to Pgm Curriculum Since 2000	E. Robbins Fall 07 Survey Answer:N	
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Assessment Plan Adjustments Discussed &CBE	Has the Assessment Plan been modified since 2001		
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Adjustments Implemented & CBE	Has the adjusted plan been implemented		
		Evidence		

Completed by: \_\_\_\_\_

If Program Elimination is pending you need not complete the form.)

	Question	Type of Answer	From Available Info	Answer
<b>By March 1</b>	Nationally Accredited	Y/N	Y	
		Organization	National Association of Industrial Technology	
	Student Learning Outcomes Clearly Articulated	Y/N	E. Robbins Fall 07 Survey Answer:Y	
		File (or source of information)		Program coordinator, Dean's office
	Students Know their Learning Outcomes	Y/N		Process in development
		File		Will be on file with program coordinator
	Program Actively Using Student Learning Outcomes	Y/N		Process in development
	Does Assessment Plan Exist?	Y/N	E. Robbins Fall 07 Survey Answer:Y	
		When Was It Adopted?		Fall 2007
		File/copy		Program coordinator, Dean's office
<b>By May 15</b>	Data Actively Collected & CBE	Data Ever Collected?	E. Robbins Fall 07 Survey Answer:Y	
		Data Recently/ Actively Collected?	E. Robbins Fall 07 Survey Answer:Y	
		Evidence		
	Data Systematically Analyzed & CBE	Data Analyzed?	E. Robbins Fall 07 Survey Answer:Y	
		Evidence		
	Analysis Discussed in Depts & CBE	Analysis Discussed?	E. Robbins Fall 07 Survey Answer:Y	
		Evidence		
	Analysis Impacts Curriculum for Pgm & CBE	Any Changes to Pgm Curriculum Since 2000	E. Robbins Fall 07 Survey Answer:Y	
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Assessment Plan Adjustments Discussed & CBE	Has the Assessment Plan been modified since 2001		
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Adjustments Implemented & CBE	Has the adjusted plan been implemented		
		Evidence		

Completed by: \_\_\_\_\_

If **Program Elimination** is pending you need not complete the form.)

	<b>Question</b>	<b>Type of Answer</b>	<b>From Available Info</b>	<b>Answer</b>
<b>By March 1</b>	Nationally Accredited	Y/N		
		Organization		
	Student Learning Outcomes Clearly Articulated	Y/N	NO E. Robbins Fall 07 Survey Response	
		File (or source of information)		
	Students Know their Learning Outcomes	Y/N		
		File		
	Program Actively Using Student Learning Out comes	Y/N		
	Does Assessment Plan Exist?	Y/N	NO E. Robbins Fall 07 Survey Response	
		When Was It Adopted?		
		File/copy		
<b>By May 15</b>	Data Actively Collected & CBE	Data Ever Collected?	NO E. Robbins Fall 07 Survey Response	
		Data Recently/ Actively Collected?	NO E. Robbins Fall 07 Survey Response	
		Evidence		
	Data Systematically Analyzed & CBE	Data Analyzed?	NO E. Robbins Fall 07 Survey Response	
		Evidence		
	Analysis Discussed in Depts & CBE	Analysis Discussed?	NO E. Robbins Fall 07 Survey Response	
		Evidence		
	Analysis Impacts Curriculum for Pgm & CBE	Any Changes to Pgm Curriculum Since 2000	NO E. Robbins Fall 07 Survey Response	
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Assessment Plan Adjustments Discussed &CBE	Has the Assessment Plan been modified since 2001		
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Adjustments Implemented & CBE	Has the adjusted plan been implemented		
		Evidence		

Completed by: \_\_\_\_\_

If Program Elimination is pending you need not complete the form.)

	Question	Type of Answer	From Available Info	Answer
<b>By March 1</b>	Nationally Accredited	Y/N		Yes
		Organization		NCATE
	Student Learning Outcomes Clearly Articulated	Y/N	E. Robbins Fall 07 Survey Answer:Y	
		File (or source of information)		Program coordinator, Dean's office
	Students Know their Learning Outcomes	Y/N		In process of placing in syllabi
		File		Will be on file with program coordinator
	Program Actively Using Student Learning Outcomes	Y/N		Timetable established
	Does Assessment Plan Exist?	Y/N	E. Robbins Fall 07 Survey Answer:N	Yes
		When Was It Adopted?		Fall 2007
		File/copy		Program coordinator, Dean's office
<b>By May 15</b>	Data Actively Collected & CBE	Data Ever Collected?	E. Robbins Fall 07 Survey Answer:Y	
		Data Recently/ Actively Collected?	E. Robbins Fall 07 Survey Answer:N	
		Evidence		
	Data Systematically Analyzed & CBE	Data Analyzed?	E. Robbins Fall 07 Survey Answer:N	
		Evidence		
	Analysis Discussed in Depts & CBE	Analysis Discussed?	E. Robbins Fall 07 Survey Answer:N	
		Evidence		
	Analysis Impacts Curriculum for Pgm & CBE	Any Changes to Pgm Curriculum Since 2000	E. Robbins Fall 07 Survey Answer:N	
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Assessment Plan Adjustments Discussed &CBE	Has the Assessment Plan been modified since 2001		
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Adjustments Implemented & CBE	Has the adjusted plan been implemented		
		Evidence		

Completed by: \_\_\_\_\_

College: CHHP

Department: HLTH

Major: Driver Education

Degree: GRAD **NOT DEGREE-GRANTING**

If **Program Elimination** is pending you need not complete the form.)

	Question	Type of Answer	From Available Info	Answer
	<b>By March 1</b>	Nationally Accredited	Y/N	
		Organization		
Student Learning Outcomes Clearly Articulated		Y/N	NO E. Robbins Fall 07 Survey Response	
		File (or source of information)		
Students Know their Learning Outcomes		Y/N		
		File		
Program Actively Using Student Learning Outcomes		Y/N		
Does Assessment Plan Exist?		Y/N	NO E. Robbins Fall 07 Survey Response	
		When Was It Adopted?		
		File/copy		
<b>By May 15</b>	Data Actively Collected & CBE	Data Ever Collected?	NO E. Robbins Fall 07 Survey Response	
		Data Recently/ Actively Collected?	NO E. Robbins Fall 07 Survey Response	
		Evidence		
	Data Systematically Analyzed & CBE	Data Analyzed?	NO E. Robbins Fall 07 Survey Response	
		Evidence		
	Analysis Discussed in Depts & CBE	Analysis Discussed?	NO E. Robbins Fall 07 Survey Response	
		Evidence		
	Analysis Impacts Curriculum for Pgm & CBE	Any Changes to Pgm Curriculum Since 2000	NO E. Robbins Fall 07 Survey Response	
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Assessment Plan Adjustments Discussed & CBE	Has the Assessment Plan been modified since 2001		
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Adjustments Implemented & CBE	Has the adjusted plan been implemented		
		Evidence		

Completed by: \_\_\_\_\_



**If Program Elimination is pending you need not complete the form.)**

	<b>Question</b>	<b>Type of Answer</b>	<b>From Available Info</b>	<b>Answer</b>
<b>By March 1</b>	Nationally Accredited	Y/N		No
		Organization		
	Student Learning Outcomes Clearly Articulated	Y/N	E. Robbins Fall 07 Survey Answer:Y	
		File (or source of information)		Program coordinator, Dean's office
	Students Know their Learning Outcomes	Y/N		In process
		File		Will be on file with program coordinator
	Program Actively Using Student Learning Outcomes	Y/N		In process
	Does Assessment Plan Exist?	Y/N	E. Robbins Fall 07 Survey Answer:Y	In process
		When Was It Adopted?		
		File/copy		Will be on file with program coordinator and Dean's office
<b>By May 15</b>	Data Actively Collected & CBE	Data Ever Collected?	E. Robbins Fall 07 Survey Answer:Y	
		Data Recently/ Actively Collected?	E. Robbins Fall 07 Survey Answer:Y	
		Evidence		
	Data Systematically Analyzed & CBE	Data Analyzed?	E. Robbins Fall 07 Survey Answer:Y	
		Evidence		
	Analysis Discussed in Depts & CBE	Analysis Discussed?	E. Robbins Fall 07 Survey Answer:Y	
		Evidence		
	Analysis Impacts Curriculum for Pgm & CBE	Any Changes to Pgm Curriculum Since 2000	E. Robbins Fall 07 Survey Answer:Y	
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Assessment Plan Adjustments Discussed &CBE	Has the Assessment Plan been modified since 2001		
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Adjustments Implemented & CBE	Has the adjusted plan been implemented		
		Evidence		

Completed by: \_\_\_\_\_

College: CHHP

Department: HLTH

Major: Driver Education

Degree: UG **NOT DEGREE-GRANTING**

If **Program Elimination** is pending you need not complete the form.)

	Question	Type of Answer	From Available Info	Answer
<b>By March 1</b>	Nationally Accredited	Y/N		
		Organization		
	Student Learning Outcomes Clearly Articulated	Y/N	NO E. Robbins Fall 07 Survey Response	
		File (or source of information)		
	Students Know their Learning Outcomes	Y/N		
		File		
	Program Actively Using Student Learning Outcomes	Y/N		
	Does Assessment Plan Exist?	Y/N	NO E. Robbins Fall 07 Survey Response	
		When Was It Adopted?		
		File/copy		
<b>By May 15</b>	Data Actively Collected & CBE	Data Ever Collected?	NO E. Robbins Fall 07 Survey Response	
		Data Recently/ Actively Collected?	NO E. Robbins Fall 07 Survey Response	
		Evidence		
	Data Systematically Analyzed & CBE	Data Analyzed?	NO E. Robbins Fall 07 Survey Response	
		Evidence		
	Analysis Discussed in Depts & CBE	Analysis Discussed?	NO E. Robbins Fall 07 Survey Response	
		Evidence		
	Analysis Impacts Curriculum for Pgm & CBE	Any Changes to Pgm Curriculum Since 2000	NO E. Robbins Fall 07 Survey Response	
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Assessment Plan Adjustments Discussed & CBE	Has the Assessment Plan been modified since 2001		
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Adjustments Implemented & CBE	Has the adjusted plan been implemented		
		Evidence		

Completed by: \_\_\_\_\_